DOCUMENT RESUME

ED 461 230 EC 306 770

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TITLE	TARGET: A Self-Advocacy Strategy.
INSTITUTION	Kansas Univ., Lawrence. Center for Research on Learning.
SPONS AGENCY	National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE	1998-00-00
NOTE	35p.; In: "Accommodating Adults with Disabilities in Adult Education Programs: Project Final Report"; see EC 306 751.
CONTRACT	H133A950008
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Accommodations (Disabilities); *Access to Education; Accessibility (for Disabled); *Adult Education; Adults; Assistive Devices (for Disabled); Change Strategies; Classroom Environment; Cues; *Disabilities; Empowerment; *Interpersonal Competence; *Self Advocacy; Student Needs
IDENTIFIERS	Reasonable Accommodation (Disabilities); Social Skills Training; *Testing Accommodations (Disabilities)

ABSTRACT

This manual contains information about social skills and self-advocacy and provides strategies for teaching these skills to adults with disabilities who may need to act as their own advocates for accommodation in a variety of settings, including work and education. This strategy is cued by the acronym TARGET, which stands for the following steps: Target the topic, Address the need, Relate the reasons for the need, Give a plan or ask for help, Explain why the plan will work, and Tie down future plans. TARGET provides teachers with a way to instruct students in a social skills strategy cued by the acronym FACT (Face the person, Activate eye contact, Check expression, and Talk clearly), that helps them act in the most effective way when discussing an accommodation request with another person. The manual contains a scripted guide to instruction in social skills, self-advocacy, role-playing, and strategies. The guided script is followed by cue cards and a planning form with samples. The cue cards are designed to be used in conjunction with the preceding part of the manual. Lesson plans explain each step of the TARGET and FACT strategies. (CR)

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TARGET: A Self-Advocacy Strategy

Written by
Janis Bulgren

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This Strategy is a component of the "Accommodating Adults with Disabilities in Adult Education Programs" Notebook, developed through a project funded by the USDE National Institute on Disability and Rehabilitation Research.

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EC 306 770

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Introduction

The *Target Self-Advocacy Strategy Manual* contains information about social skills and self-advocacy, as well as strategies to teach students about each of those topics. The strategies have been designed for use by adults with disabilities who may need to act as their own advocates for accommodations in a variety of settings, including work and education.

The purpose of the *Target Self-Advocacy Manual Strategy* is to provide teachers with a way to instruct students in a self-advocacy strategy. This strategy, cued by the acronym TARGET (**T**arget the topic; **A**ddress the need; **R**elate the reasons for the need; **G**ive a plan or ask for help; **E**xplain why the plan will work; **T**ie down future plans), allows students to plan for self-advocacy in discussing a topic such as a job, addressing a need such as an accommodation, discussing reasons for the need, offering a plan, explaining the plan, and making future plans based on the discussion. It also provides teachers with a way to instruct students in a social skills strategy cued by the acronym FACT (**F**ace the person; **A**ctivate eye contact; **C**heck expression; **T**alk clearly), that helps them act in the most effective way when discussing a request with another person.

This manual contains a scripted guide to instruction in social skills, self-advocacy, role-play and strategies. The guided script is followed by Cue Cards and a Planning Form with samples. These Cue Cards are designed to be used in conjunction with the preceding part of the manual.

Instructors might choose one of two instructional plans for teaching TARGET and FACT. The first instructional plan follows a traditional learning strategy model. In this plan, detailed information is given for presenting each of the lessons. A script is offered as well as the activities for learners. This first plan is especially recommended for instructors who are new to learning strategy instruction and for instructors whose learners require very structured lessons and direct instruction to learn and retain information.

The lessons are very prescriptive of the steps and activities for teaching the strategy. Our experience shows that for learners with disabilities, this instructional plan was more supportive of their learning styles and more likely to be useful to them.

The second instructional plan is for instructors who are more likely to have learners who can learn new material quickly and do not need the support of highly structured lessons. These learners are highly motivated and can acquire new information with minimal assistance from peers or instructors. With these learners, the instructor might use only the cue cards to review and practice the FACT and TARGET steps.

This manual and its strategies were developed in response to the needs of adults with disabilities to function in the most efficient and effective way possible, based on their legal rights and responsibilities. It should be used when teachers and students agree that students have a right to an accommodation due to a disability and when students are receptive to learning the strategies described on the previous page.

TARGET was developed in accordance with researched methods in learning strategies by the University of Kansas Center for Research on Learning. Similar in nature to the TARGET strategy, *The Self-Advocacy Strategy for Education and Transition Planning* by Anthony K. Van Reusen, Candace S. Bos, Jean B. Schumaker and Donald D. Deshler, has been proven to work effectively with adults in AE programs and is available for purchase without training. Purchasing information about this strategy and other Strategy Integration Model (SIM) materials is available by contacting Edge Enterprises at (785)749-1473.

Lesson One

An Introduction to Self-Advocacy, Social Skills, Role-Play and Strategies

GIVE AN ADVANCE ORGANIZER

1. **State the purpose of this lesson:** to introduce the concepts of self-advocacy, social skills, and strategies. Use Cue Card #1.
2. **State your expectations:** students will listen, participate in discussion, and practice the skills.

INTRODUCE AND DESCRIBE SELF-ADVOCACY

1. **Define "Self-Advocacy."** Self-Advocacy is a way of acting that helps you tell others about what you need in a way that gets the job done right.
2. **Discuss the importance of Self-Advocacy.** Discuss when and where students need to talk to others about their needs.
3. **Give an example of Self-Advocacy; demonstrate.** Example: ask someone for more time to finish a task.
4. **Discuss rationales for Self-Advocacy.** Discuss the good things that can happen if you can tell others about what you need in a way that they understand.

INTRODUCE SOCIAL SKILLS

1. **Define Social Skills.** Social skills are the skills we use to interact with people in a positive way. They include how we stand or sit, make eye contact, look, and sound.
2. **Provide a brief overview of Social Skills.** Explain that social skills will prepare them to be confident as they become effective self-advocates.

INTRODUCE ROLE-PLAY

1. **Define "Role-Play." Role-play is to act a part.**
2. **Provide a brief overview of role-play.** Explain that in role-play you will ask the student to imagine himself or herself in a special situation, and sometimes the student will play the part of another person.

INTRODUCE A STRATEGY

1. **Discuss a strategy.** A strategy is a way to approach a task. Strategies have steps that organize the approach to a task and result in success. They are often cued by words called "acronyms." An acronym is a word formed from the initial letters of a series of words.
2. **Provide a brief overview of the TARGET Strategy** which will help them become good self advocates. Discuss each step.

GIVE A POST-ORGANIZER

1. **Review** the meaning of self-advocacy, social skills and strategy.
2. **Preview the next lesson:** to learn about the FACT social skills.

Notes:

Lesson Two

An Introduction to Social Skills

GIVE AN ADVANCE ORGANIZER

1. **State the purpose of this lesson:** to introduce the concept of social skills and provide an overview of the "FACT" Steps.
2. **Review social skills:** skills we use when we interact with people in a positive way. They include how we stand or sit, make eye contact, look and sound.
3. **State your expectations:** students will listen, participate in discussion, and practice the skills.
4. **Students will learn how to role play.**

INTRODUCE AND DESCRIBE: The "FACT" Steps

1. **Introduce FACT Steps.** Use Cue Card # 2.
2. **Discuss the acronym** that reminds students about the steps.

MODEL THE FIRST FACT STEP: "FACE THE PERSON"

1. **Introduce** body position and posture.
2. **Demonstrate** good posture and squarely facing the person you are talking to.
3. **Student Practice:** ask students to practice the "Face the Person" step with you or another student.
4. **Discuss** how this feels and brainstorm any problems.

MODEL THE SECOND FACT STEP: "ACTIVATE EYE CONTACT"

1. **Introduce** the importance of making eye contact.
2. **Demonstrate** how to make eye contact.
3. **Student Practice:** ask students to practice the "Activate Eye Contact" step with you or another student.
4. **Discuss** how this feels and brainstorm any problems.

MODEL THE THIRD FACT STEP: "CHECK EXPRESSION"

1. **Introduce** the importance of having an appropriate expression when you are telling another person about your needs.
2. **Demonstrate** how to check that you have appropriate expression. Stress that the expression should indicate that you have a serious topic to discuss but that you are willing to work with the person in a pleasant way.
3. **Student Practice:** ask students to practice the "Check Expression" step with you or another student.
4. **Discuss** how this feels and brainstorm any problems.

MODEL THE FOURTH FACT STEP: "TALK CLEARLY"

1. **Introduce** the importance of talking clearly with an appropriate tone.
2. **Demonstrate** the way to talk clearly with an appropriate tone.
3. **Student Practice:** ask students to practice the "Talk Clearly" step with you or another student.
4. **Discuss** how this feels and brainstorm any problems.

GIVE A POST - ORGANIZER

1. **Review** the major components of the FACT Steps lesson.
2. **Preview the next lesson:** to learn the first step of the TARGET Strategy: Target the Topic.
3. **Remind students about the FACT Steps:** students will use them with every step of the TARGET Strategy.
4. **Distribute and discuss the assignments.**
5. **Solicit and answer questions.**

CONDUCT GENERALIZATION ACTIVITIES

1. **Conduct at least one additional activity to further promote generalization.** Talk about, or assign students to think about places they could use the FACT social skills.

Lesson Three

The "Target the Topic" Step of the TARGET Strategy

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lesson.** 2. **Discuss the previous lesson's assignments.** 3. **State the purpose of today's lesson:** to learn the "Target the Topic" step in the TARGET Strategy. Use Cue Card #3. 4. **State your expectations:** to listen, participate in the discussion, and practice the "Target the Topic" step" with the FACT Steps.
INTRODUCE AND DESCRIBE	1. **Introduce the "Target the Topic" step.** 2. **Define "Topic:"** telling what you want to talk about in a word or few words. 3. **Discuss where the "Target the Topic" step can be used:** school, home, job, and community. 4. **Discuss where you can highlight a topic.** Discuss important things at school, work, or in everyday life. 5. **Discuss the following principle related to targeting the topic.** Everyone can also use the FACT Steps when they discuss a topic to another person.
MODEL THE "TARGET THE TOPIC" STEP	1. **Introduce** getting ready by thinking aloud about the FACT Steps. 2. **Provide a model of targeting a topic** such as, needing more time to finish a task. Incorporate the FACT Steps.

ANALYZE AND DISCUSS STRATEGY COMPONENTS	1. **Review the FACT Steps.** Discuss facing a person, activating eye contact, checking expression and talking clearly. 2. **Discuss "Targeting the Topic."** 3. **Discuss combining** the FACT Steps with the Targeting the Topic step. 4. **Discuss different ways of highlighting a topic:** naming it, giving examples, etc.. 5. **Discuss what to do when a person acknowledges your topic:** pay attention and listen carefully to the tone and prepare to move to the next step.
CONDUCT VERBAL PRACTICE	1. **Introduce the verbal practice activity.** To use the skill, you need to know the skill steps of FACT and be able to explain the 'T' step ("Target the Topic") of the TARGET Strategy. To memorize the steps, you will work with your partners.
REVIEW THE ROLE-PLAYING SKILL	1. **Review** the concept of role-playing. 2. **Model** how to role-play the "Target the Topic" step. Discuss how to give feedback.
CONDUCT ROLE-PLAY PRACTICE	1. **Provide instructions** for the role-play practice. 2. **Supervise** the role-play practice. 3. **Check students' performance** of the skill.
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to learn the "Address the Need" step. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity.

Lesson Four

The "Address the Need" Step of the TARGET Strategy

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lesson.** 2. **Discuss the previous lesson's assignments.** 3. **State the purpose of today's lesson:** to learn the "Address the Need" step in the TARGET Strategy. Use Cue Card #3. 4. **State your expectations:** to listen, participate in the discussion, and practice the "Address the Need" step with the FACT Steps.
INTRODUCE AND DESCRIBE	1. **Introduce the "Address the Need" step.** 2. **Define "Address."** Telling more about something by giving examples or reasons. 3. **Discuss the following principle related to addressing the needs.** Everyone can use the FACT Steps when they tellanother person about a need. 4. **Discuss where addressing the need can be used.** School, home, job, and community. 5. **Discuss where you can address the needs.** Discussing needs you have at school, work, or everyday life.
MODEL THE "ADDRESS THE NEED" STEP	1. **Introduce** the model with FACT Steps by thinking aloud how you will use the FACT Steps to help you address the need. 2. **Provide a model of addressing the need:** such as, needing more time because of a reading disability.
ANALYZE AND DISCUSS STRATEGY COMPONENTS	1. **Review the FACT Steps.** Discuss facing a person, activating eye contact, checking expression and talking clearly. 2. **Discuss how to** "Address the Need." 3. **Discuss** combining the FACT Steps with the "Address the Need" step. 4. **Discuss different ways to address the need:** telling more about, giving reasons, giving examples, etc.. 5. **Discuss what to do when a person acknowledges your explanation of what you need.** Pay attention and listen carefully to the tone and prepare to move to the next step.

CONDUCT VERBAL PRACTICE	1. **Review the verbal-practice activity.** To use the skill, you need to know the skill steps of FACT and be able to explain the 'A' Step ("Address the Need") of the TARGET Strategy. To memorize the steps, you will work with your partners. Ask students to memorize the FACT Steps and the first two steps of the TARGET Strategy.
ROLE-PLAY EXPLAINING THE TOPIC	1. **Review** the concept of role-playing. 2. **Model how to role-play the "Address the Need" step.** Discuss how to give feedback.
CONDUCT ROLE-PLAY PRACTICE	1. **Provide instructions** for the role-play practice. 2. **Supervise** the role-play practice. 3. **Check students' performance** of the skill.
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to learn the "Relate the Reasons for the Need" step. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity.

Notes:

Lesson Five

The "Relate the Reasons for the Need" Step of the TARGET Strategy

GIVE AN ADVANCE ORGANIZER

1. **Review the previous lesson.**
2. **Discuss the previous lesson's assignments.**
3. **State the purpose of today's lesson:** to learn the "Relate the Reasons" step in the TARGET Strategy. Use Cue Card #3.
4. **State your expectations:** to listen, participate in the discussion, and practice the "Relate the Reason for the Need" step with the FACT Steps.

INTRODUCE AND DESCRIBE

1. **Introduce the "Relate the Reasons" step.**
2. **Define "Relate."** Connecting things.
3. **Discuss the following principle:** Everyone can use the FACT Steps when they give reasons to another person.
4. **Discuss where relating the reasons can be used.** School, home, job, and community.
6. **Discuss where you can relate reasons for a request.** Discussing needs you have at school, work, or everyday life.

MODEL THE "RELATE THE REASONS" STEP

1. **Introduce the model** by thinking aloud how to discuss relating the reasons with FACT Steps.
2. **Provide a model for "Relate the Reasons"**: such as needing more time because of a reading disability.

ANALYZE AND DISCUSS STRATEGY COMPONENTS

1. **Review the FACT Steps.** Discuss facing a person, activating eye contact, checking expression, and talking clearly.
2. **Discuss "Relate the Reasons."**
3. **Discuss combining the "FACT" Steps with the "Relate the Reasons" step.**
4. **Discuss different reasons that may need to:** telling what tests have revealed, etc.
5. **Discuss what to do when a person acknowledges your reasons.** Pay attention and listen carefully to the tone and prepare to move to the next step.

CONDUCT VERBAL PRACTICE	1. **Review the verbal-practice activity.** To use the skill, you need to know the skill steps of FACT and be able to explain the 'R' Step ("Relate the Reasons") of the TARGET Strategy. To memorize the steps, you will work with your partners.
PREPARE FOR ROLE-PLAYING	1. **Review** the concept of role-playing. 2. **Model** how to role-play the "Relate the Reasons" step. Discuss how to give feedback.
CONDUCT ROLE-PLAY PRACTICE	1. **Provide instructions for the role-play practice.** 2. **Supervise the role-play practice.** 3. **Check students' performance of the skill.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to learn the "Give a Plan or Ask For Help" step. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity.

Notes:

Lesson Six

The "Give a Plan or Ask for Help" Step of the TARGET Strategy

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lesson.** 2. **Discuss the previous lesson's assignments.** 3. **State the purpose of today's lesson:** to learn the "Give a Plan or Ask for Help" step in the TARGET Strategy. Use Cue Card #3. 4. **State your expectations:** to listen, participate in the discussion, and practice the "Propose a Plan or Ask for Help" step with the FACT Steps.
INTRODUCE AND DESCRIBE	1. **Introduce the "Give a Plan or Ask for Help" step.** 2. **Define "Give."** Suggest or name. 3. **Discuss the following principle related to explaining the topic.** Everyone can use the FACT Steps when they give a plan or ask for help from another person. 4. **Discuss where giving a plan or asking for help can be used.** School, home, job, and community. 5. **Discuss where you can give a plan or ask for help.** Discuss needs you have at school, work, or everyday life.
MODEL THE "GIVE A PLAN OR ASK FOR HELP" STEP	1. **Introduce** the model by thinking aloud how to discuss giving a plan or asking for help with the "FACT" Steps. 2. **Provide a model of "Give a Plan or Ask for Help:"** for example, "I would like an extra ten minutes to read all directions. Can you suggest a way that I can have more time?"
ANALYZE AND DISCUSS STRATEGY COMPONENTS	1. **Review the FACT Steps.** Discuss facing a person, activating eye contact, checking expression, and talking clearly. 2. **Discuss "Give a Plan or Ask for Help."** 3. **Discuss combining the FACT Steps with the "Give a Plan or Ask for Help" step.** 4. **Discuss different ways of proposing a plan or asking for help:** having a plan written out, having two or three different plans or questions, etc. 5. **Discuss what to do when a person acknowledges your plan or question.** Pay attention and listen carefully to the tone and prepare to move to the next step.

CONDUCT VERBAL PRACTICE	1. **Review the verbal-practice activity.** To use the skill, you need to know the skill steps of FACT and be able to explain the 'G' Step ("Give a Plan") of the TARGET Strategy. To memorize the steps, you will work with your partners.
PREPARE FOR ROLE-PLAYING	1. **Review** the concept of role-playing. 2. **Model** how to role-play the "Give a Plan or Ask for Help" step. Discuss how to give feedback.
CONDUCT ROLE-PLAY PRACTICE	1. **Provide instructions for the role-play practice.** 2. **Supervise the role-play practice.** 3. **Check students' performance of the skill.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to learn the "Explain Why the Plan Will Work" step. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity.

Notes:

Lesson Seven

The "Explain Why the Plan Will Work" Step of the TARGET Strategy

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lesson.** 2. **Discuss the previous lesson's assignments.** 3. **State the purpose of today's lesson:** to learn the "Explain Why the Plan Will Work" step in the TARGET Strategy. Use Cue Card #3. 4. **State your expectations:** to listen, participate in the discussion, and practice the "Explain Why the Plan Will Work" step with the FACT Steps.
INTRODUCE AND DESCRIBE	1. **Introduce the "Explain Why the Plan Will Work" step.** 2. **Define "Explain."** To tell about with details. 3. **Discuss the following principle related to explaining the plan.** Everyone can use the FACT Steps when they "Explain Why the Plan Will Work." 4. **Discuss where explaining a plan can be used.** School, home, job, and community. 5. **Discuss where you can explain plans.** Explain why plans will work at school, work, or in everyday life.
MODEL THE "EXPLAIN WHY THE PLAN WILL WORK" STEP	1. **Introduce** the model by thinking aloud how to discuss making future plans with FACT Steps. 2. **Provide a model of "Explain Why the Plan Will Work,"** such as starting work, setting another meeting, etc.
ANALYZE AND DISCUSS STRATEGY COMPONENTS	1. **Review the "FACT" Steps.** Discuss facing a person, activating eye contact, checking expression and talking clearly. 2. **Discuss "Explain Why the Plan Will Work."** 3. **Discuss combining the FACT Steps with the "Explain Why the Plan Will Work" step.** 4. **Discuss different ways of making future plans:** having a plan ready, listening and talking, taking notes and meeting again, etc. 5. **Discuss what to do when a person acknowledges your plan.** Pay attention and listen carefully to the tone and prepare to move to the next step.

CONDUCT VERBAL PRACTICE	1. **Review the verbal-practice activity.** To use the skill, you need to know the skill steps of FACT and be able to explain the 'E' Step (Explain Why the Plan Will Work) of the TARGET Strategy. To memorize the steps, you will work with your partners.
PREPARE FOR ROLE-PLAYING	1. **Review** the concept of role-playing. 2. **Model** how to role-play the "Explain Why the Plan Will Work" step. Discuss how to give feedback.
CONDUCT ROLE-PLAY PRACTICE	1. **Provide instructions for the role-play practice.** 2. **Supervise the role-play practice.** 3. **Check students' performance of the skill.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to learn the "Tie Down Future Plans" step. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity.

Notes:

Lesson Eight

The "Tie Down the Future Plans" Step of the TARGET Strategy

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lesson.** 2. **Discuss the previous lesson's assignments.** 3. **State the purpose of today's lesson:** to learn the "Tie Down Future Plans" step in the TARGET Strategy. Use Cue Card #3. 4. **State your expectations:** to listen, participate in the discussion, and practice the "Tie Down Future Plans" step with the FACT Steps.
INTRODUCE AND DESCRIBE	1. **Introduce the "Tie Down Future Plans" step.** 2. **Discuss the following principle related to tying down future plans.** Everyone can use the FACT Steps when they work with another person to make plans. 4. **Discuss where tying down future plans can be used.** School, home, job, and community. 5. **Discuss where you can remember to tie down plans.** Discuss plans you have at school, work, or everyday life.
MODEL "TIE DOWN FUTURE PLANS" STEP	1. **Introduce** the model by thinking aloud how to discuss tying down future plans with FACT Steps. 2. **Provide a model of tying down future plans:** such as jobs, tests, etc.
ANALYZE AND DISCUSS STRATEGY COMPONENT	1. **Review the FACT Steps.** Discuss facing a person, activating eye contact, checking expression and talking clearly. 2. **Discuss "Tying Down Future Plans."** 3. **Discuss combining the FACT Steps with the "Tying Down Future Plans" step.** 4. **Discuss different ways of tying down future plans:** verbal, written. 5. **Discuss what to do when a person acknowledges the future plans:** expressing thanks, setting other meetings, reviewing schedules, etc.

CONDUCT VERBAL PRACTICE	1. **Review the verbal-practice activity.** To use the skill, you need to know the skill Steps of FACT and be able to explain the last "T" Step ("Tying Down Future Plans") of the TARGET Strategy. To memorize the steps, you will work with your partners.
PREPARE FOR ROLE-PLAYING	1. **Review** the concept of role-playing. 2. **Model** how to role-play the "Tie Down Future Plans" step. Discuss how to give feedback.
CONDUCT ROLE-PLAY PRACTICE	1. **Provide instructions for the role-play practice.** 2. **Supervise the role-play practice.** 3. **Check students' performance of the skill.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to verbally rehearse the steps of FACT and TARGET. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity.

Notes:

Lesson Nine

Verbal Rehearsal

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lessons.** 2. **State the purpose of today's lesson:** to verbally rehearse the steps of FACT and TARGET until students have them memorized. Use Cue Cards #2 and #3. 4. **State your expectations:** to tell the steps when asked, to listen and check others, and to practice until all steps are memorized.
CONDUCT COMBINED VERBAL PRACTICE	1. **Review the verbal-practice activity until all students have mastered the steps of FACT and TARGET.**
GIVE A POST ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to practice the steps of TARGET by asking for more time to do a task. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZTION ACTIVITIES	1. **Conduct at least one** additional activity to prepare for the verbal rehearsal.

Notes:

Lesson Ten

Practice the Combined TARGET Steps

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lessons.** 2. **State the purpose of today's lesson:** to practice the steps of the TARGET Strategy with the FACT Steps in a practice activity until students can use the strategy. Use Cue Cards # 2 and 3. 3. **State your expectations:** to practice the steps of the strategy with the teacher or other students and to help others practice the strategy, if necessary.
CONDUCT ROLE-PLAY	1. **Conduct the practice activity until all students have mastered the use of FACT and TARGET.** 2. **Use the task of asking for more time to do a task or come up with a common need that students want to practice.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to review topics for the TARGET Strategy. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity to think about the combined steps.

Notes:

Lesson Eleven

Select Topics and Accommodations for using the TARGET Strategy

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lessons.** 2. **State the purpose of today's lesson:** to discuss topics or places where students could use the TARGET Strategy with the FACT Steps in real life and with possible accommodations. Use Cue Cards #4 and #5. 3. **State your expectations:** to brainstorm places students could use the strategy and discuss topics and accommodations. Use Cue Cards #4 and #5 as needed, or add your own topics and accommodations.
CONDUCT DISCUSSION	1. **Ask for suggestions about where the strategies of FACT Steps and TARGET Strategy could be used.** 2. **Show the topics and accommodations on Cue Cards #4 and #5, discuss them, and add to them.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** using a Planning Form for the TARGET Strategy. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity to prepare to think about topics.

Notes:

Lesson Twelve

Use the Planning Form for the TARGET Strategy

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lessons.** 2. **State the purpose of today's lesson:** to use a Planning Form to think about and get ready to use the TARGET Strategy with the FACT Steps in real life. Use the Planning Form provided on Cue Card #6. 3. **State your expectations:** to brainstorm topics students could use on the Planning Form; to fill out the Planning Form either alone or with help to get ready to use the TARGET Strategy with the FACT Steps in real life. Use Cue Cards #7 and #8 as needed for illustration.
CONDUCT DISCUSSION	1. **Ask for questions about the Planning Form for the TARGET Strategy.** 2. **Model filling out a Planning Form.** 3. **Assist students as needed in selecting a topic and associated accommodations.** 4. **Assist students as needed in filling out a Planning Form.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** using a Planning Form for a final practice to use the TARGET Strategy in a real setting. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity to prepare to use the strategy.

Notes:

Lesson Thirteen

Use the TARGET and FACT Steps

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lessons.** 2. **State the purpose of today's lesson:** to use the steps of the TARGET Strategy with the FACT Steps in a real-life activity. Use Cue Cards #1 and #6. 3. **State your expectations:** to use the steps of the strategy by role-playing with teacher or another student and to role-play other roles to help other students practice the strategy, if necessary.
CONDUCT ROLE-PLAY	1. **Conduct role-play activity until all students have mastered the use of FACT and TARGET on their real-life tasks.**
GIVE A POST-ORGANIZER	1. **Review the lesson.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity to cue the students about continued use of the FACT Steps and the TARGET Strategy.

Notes:

Cue Cards

Introduction to Self-Advocacy

Definitions

1. **Self-Advocacy**- a way of acting that helps you tell others about what you need in a way that gets the job done right.

2. **Social Skills**- the skills we use to interact with people in a positive way. This includes how we stand or sit, make eye contact, look, and sound.

3. **Strategy**- a way to approach a task. A strategy has steps that organize the approach to the task. Strategies are often cued by words called acronyms. An acronym is a word formed from the initial letters of a series of words.

4. **Role-play**- to act a part. In role-play, a situation is imagined. The situation usually represents one that the student may encounter. The student may be asked to take the role of himself or herself or another person such as a teacher or employer.

Supplemental Social Skills Strategy

FACT

1. **Face the person.**
2. **Activate eye contact.**
3. **Check expression.**
4. **Talk clearly.**

Remember the acronym with the sentence: "I can help by sharing a FACT."

Steps of the SELF-ADVOCACY Strategy

TARGET

1. **TARGET the topic. State briefly the main idea or problem you want to discuss.**
2. **ADDRESS the need. For example, you may need more time to complete a task at work.**
3. **RELATE the reasons for the need. For example, a learning disability was identified in high school.**
4. **GIVE a plan or ask for help making a plan. For example, identify tasks that require more time.**
5. **EXPLAIN why the plan will work. For example, one reason you might think it will work is that it worked at a previous job or in another school.**
6. **TIE DOWN future plans. Begin working with the accommodation.**

Sample Topics for the Self-Advocacy Strategy

Step 1: Target the topic.

1. Job
2. School
3. Services
4. Housing
5. Shopping
6. Transportation
7. Recreation

Sample Accommodations for Step Two

Step 2: Address the need for accommodations such as:

1. Provide more time.
2. Provide schedule changes.
3. Provide special equipment.
4. Provide a helper.
5. Change the setting.
6. Change the task.

Planning Form for the Self-Advocacy Strategy: TARGET

1. Target the topic.

   I would like to talk to you about: _____

   _____

2. Address the need.

   I would like to ask for: _____

   _____

3. Relate the reasons for the request

   Let me tell you why I am asking for this. _____

   _____

4. Give a plan.

   I think this plan will work: *or* **Can you help me with this:** _____

   _____

   _____

5. Explain why the plan will work.

   Let me tell you how this worked in the past: _____

   _____

6. Tie down future plans.

   Could I start work on _____ **?**

   Can we meet again on _____ **?**

Planning Form for the Self-Advocacy Strategy: TARGET

Example:

1. Target the topic.

   I would like to talk to you about: a problem I'm having in class.

2. Address the need.

   I would like to ask for: you to speak more loudly in class.

3. Relate the reasons for the request.

   Let me tell you why I am asking for this: I have trouble hearing in my left ear, so I need people to speak loudly.

4. Give a plan.

   I think this plan will work: *or* Can you help me with this:

   Can you help me by speaking louder, and maybe I can sit near to the front, too.

5. Explain why the plan will work.

   Let me tell you how this worked in the past: I think this will work, because I did it in other classes and it helped a lot.

6. Tie down future plans.

   Could I start work on this right away **?**

   Can we meet again on next Monday, just to see how it's going **?**

Planning Form for the Self-Advocacy Strategy: TARGET

Example:

1. Target the topic.

   I would like to talk to you about: a problem I'm having with the air conditioner.

2. Address the need.

   I would like to ask for: you to fix the air conditioner.

3. Relate the reasons for the request

   Let me tell you why I am asking for this. I'm asking for you to fix it because I have asthma and allergies, and I need the filtration.

4. Give a plan.

   I think this plan will work: *or* Can you help me with this: Can you come fix it sometime this week?

5. Explain why the plan will work.

   Let me tell you how this worked in the past: I think that this will work, because that will give you time to find a repairman, and I can just spend a few days at my brother's until it is fixed.

6. Tie down future plans.

   Could I start work on (you) fixing the A.C. this week **?**

   Can we meet again on Can you call me when it's fixed **?**